

# **Chief Executive's Award for Teaching Excellence (2018/2019)**

## **Excellence Indicators for Teaching Practices for General Studies**

### **Foreword**

The *Excellence Indicators for Teaching Practices for General Studies* are compiled for use as reference in assessing nominations for the Chief Executive's Award for Teaching Excellence (CEATE) (2018/2019).

In drafting the Indicators, we have consulted a number of references, including curriculum documents (see References on page 12 and 13). The Indicators have been formulated and structured in a way that reflects the complexities of teachers' work and the diverse nature of teachers' competencies.

For the purposes of the CEATE, teaching practices are considered excellent if they are —

- (i) outstanding and/or innovative and proven to be effective in enhancing students' motivation and/or in helping students achieve the desired learning outcomes; or  
creatively adapted from exemplary teaching practices from elsewhere to suit the local (i.e. school-based and/or student-based) context, with proven effectiveness in enhancing students' learning outcomes;
- (ii) based on a coherent conceptual framework, showing reflective practices;
- (iii) inspiring and can be shared with colleagues to improve the quality of education; and
- (iv) instrumental in achieving the learning targets of General Studies (i.e. enabling students to understand their growth and development, develop a healthy lifestyle and respect for themselves and others, and attach importance to harmonious interpersonal relationships; to understand the development and changes of the community and appreciate the multiculturalism of Hong Kong; to develop care and concern for the well-being of their families, the community, our nation and the world, thereby understanding

their roles and responsibilities and respecting the rule of law; to understand the impact of science and technology on the human society and the environment and to practise green living; to apply science and technology knowledge and skills to solve everyday problems; and to develop capabilities of effective and ethical use of information and information technology).

The Indicators fall within four domains, namely, (1) Professional Competence, (2) Student Development, (3) Professionalism and Commitment to the Community, and (4) School Development. The first two domains focus on recognising teaching excellence and the other two on fostering teachers' professional development and building a culture of teaching excellence.

The Indicators are to be used only as a framework for recognising excellent teaching practices; they are not intended to prescribe a rigid model of excellence for every teacher. The examples of excellence cited for each Indicator are provided for illustration only and should not be regarded as a checklist. We hope that the Indicators will not only serve as an assessment tool, but may also highlight the qualities of an accomplished teacher in the area of General Studies, so as to motivate teachers to pursue professional excellence.

All awardees must possess the essential qualities of a professional teacher, such as professionalism and a loving concern for students. Each nomination will be assessed according to the four domains mentioned above by adopting a **holistic approach** based on professional knowledge and judgment. However, as the focus of CEATE is on learning and teaching, we are looking for exemplary and effective teaching practices that are inspiring and can be shared with peers. In assessing group nominations, we will also consider the effectiveness of teamwork as measured by the contribution of each group member, interactions among group members, and how the concerted efforts of group members have contributed to the desired outcomes.

Assessment Working Group

Chief Executive's Award for Teaching Excellence (2018/2019)

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# Excellence Indicators for Teaching Practices for General Studies

## 1. Professional Competence Domain

Area	Performance Indicator	Examples of Excellence
Curriculum	1.1 Curriculum Planning and Organisation	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• set out clearly defined learning targets and learning objectives that align with the curriculum aims of General Studies (GS), direction of curriculum development and curriculum framework, and take into account the school context and students' needs;</li> <li>• carry out holistic curriculum planning, set short-term and long-term goals, and formulate a concrete implementation plan, with a view to promoting whole-person development of students;</li> <li>• strategically develop a school-based curriculum with a balanced coverage of the core learning elements in the six strands of GS with due consideration of students' abilities and learning needs;</li> <li>• cater for learner diversity in curriculum design to enhance students' motivation and interests in learning; effectively help them construct knowledge and develop creativity, collaboration and problem solving skills; cultivate positive values and attitudes; and strengthen their affective development and sense of national identity;</li> <li>• strengthen the vertical continuity and lateral coherence of the GS curriculum and also the linkage between cross-curricular learning experiences with a view to enabling students to have foundation knowledge and skills of the Science Education Key Learning Area (KLA), the Technology Education KLA and the Personal, Social and Humanities Education KLA, and ensuring smooth interfaces between different key stages;</li> <li>• actively respond to the new elements in the Ongoing Renewal of the School Curriculum, carefully develop a student-centred curriculum, attach importance to the development of students' enquiry and self-learning capabilities, effectively promote STEM education, and deepen values education with a view to fostering whole-person development and lifelong learning of students; and</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> <li>• use lesson time flexibly by properly allotting learning time for thematic learning activities, extended learning activities and project learning activities, and actively collaborate and coordinate with teachers of other KLAs.</li> </ul>
	1.2 Curriculum Management	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• formulate an effective mechanism to monitor and evaluate curriculum implementation, and take timely follow-up actions by adapting the curriculum content and teaching schedules, and adjusting the teaching strategies with regard to the actual circumstances;</li> <li>• play a leadership role in establishing an effective mechanism for peer sharing and exchange, and strengthen the communication and collaboration among team members to continuously refine the school-based curriculum and teaching practices;</li> <li>• actively tap into and flexibly utilise, deploy and manage internal and external resources to enrich the learning experiences of students; and</li> <li>• make good use of and effectively follow up on the evaluation results to inform curriculum planning and teaching design with a view to enhancing the effectiveness of learning and teaching.</li> </ul>

Area	Performance Indicator	Examples of Excellence
Teaching	1.3 Strategies and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• adopt appropriate teaching strategies in accordance with students’ abilities and learning needs to effectively enhance their motivation and interests in learning, with a view to catering for learner diversity;</li> <li>• provide students with diversified learning experiences that align with the learning objectives of the GS curriculum to expand their learning space and horizons; and strengthen the linkage between cross-curricular learning experiences through thematic and life-wide learning activities with a view to connecting learning to students’ real-life experiences;</li> <li>• make good use of student-centred pedagogy to facilitate teacher-student and student-student interactions; effectively help students construct knowledge, develop generic skills and self-directed learning abilities, and cultivate positive values and attitudes through activities such as collaborative learning, discussions of life events, scientific inquiries, project learning, etc.;</li> <li>• meticulously design and organise STEM-related activities to develop students’ interests in science and technology; and strategically provide hands-on and minds-on activities to enable students to master the science process skills, acquire experience in “design and make”, learn to integrate and apply knowledge and skills, demonstrate integrity when facing challenges and solving everyday problems;</li> <li>• integrate coding activities with the teaching contents of the GS curriculum to effectively develop students’ computational thinking and creative problem solving skills, while enhancing students’ information literacy by infusing relevant elements into regular classroom learning activities;</li> <li>• create a safe, pleasant and inspiring learning environment to promote e-learning, and make good use of the school and community resources to enhance the effectiveness of learning and teaching; and</li> <li>• evaluate and adapt the teaching contents, and also adjust the teaching strategies in a timely manner in accordance with students’ performance in order to effectively enhance student learning.</li> </ul>

Area	Performance Indicator	Examples of Excellence
	1.4 Professional Knowledge and Attitude	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• keep abreast of the latest developments in the GS curriculum; acquaint themselves with the curriculum emphases, subject contents and the pedagogies; and apply relevant knowledge and skills in day-to-day classroom teaching;</li> <li>• play multiple roles, including that of a knowledge imparter, facilitator, information provider, counsellor, assessor and co-learner, whichever appropriate, in accordance with students' needs, and reflect constantly on his/her teaching practices for self-improvement;</li> <li>• demonstrate passion for teaching and care for students; understand, accept and respect learner diversity; hold appropriate expectations for students; recognise and appreciate students' achievements; and play a vital role in fostering whole-person development of students;</li> <li>• act as a curriculum leader by building a professional team strategically to develop the curriculum, learning and teaching strategies and assessment methods; and actively promote professional exchange and sharing activities with a view to facilitating the development of the subject; and</li> <li>• organise learning communities to reflect on, share and pass on teaching experience through professional dialogues, ongoing training and action research, and thus facilitate the professional development of individual teachers and the teaching profession and also building a culture of collaboration and sharing.</li> </ul>

Area	Performance Indicator	Examples of Excellence
Performance Assessment	1.5 Assessment Planning and Use of Information	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• develop a clear and comprehensive assessment mechanism and criteria; make good use of different assessment modes, including assessment of learning, assessment for learning and assessment as learning to monitor the learning progress and outcomes of students;</li> <li>• make effective use of formative assessment to provide students with timely and specific feedback that helps to improve student learning;</li> <li>• appropriately use assessment tools, such as questionnaires, e-learning tools and learning portfolios, which are relevant to different learning contents and learning and teaching activities, to track student learning progress and timely assess their performance;</li> <li>• make good use of students' self-assessment and peer assessment to engage students in self-reflection, thus allowing individual students to realise their personal strengths and weaknesses and to seek self-improvement accordingly; and</li> <li>• systematically collect both qualitative and quantitative assessment data, and consolidate, store and analyse such data to inform curriculum planning and teaching design.</li> </ul>

## 2. Student Development Domain

Area	Performance Indicator	Examples of Excellence
Student Development	2.1 Values and Attitude	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>effectively promote values education, provide guidance to help students face the problems they encounter during personal growth and development with a positive and optimistic attitude, and encourage them to attach importance to interpersonal relationships and show respect for themselves and others;</li> <li>integrate various values education activities, such as discussions of life events, analysis of current affairs, visits, etc. and collaborate with external organisations when necessary to create a learning environment conducive to cultivating students' positive values and attitudes;</li> <li>actively nurture students to care about the development and changes of the Hong Kong community, and appreciate and respect the multiculturalism of Hong Kong;</li> <li>help students understand the society, the nation and the world; effectively strengthen their sense of national identity; further their understanding of their roles and responsibilities as family and society members and also the respect for the rule of law, so that they can become good citizens with confidence, responsibility, curiosity, commitment to their families, society and the country, and eagerness to serve people;</li> <li>nurture students to care about the development of science and technology and its impact on the human society and the environment; and teach them to make effective use of resources, cherish the environment, develop a healthy lifestyle and practise green living; and</li> <li>nurture students to meet challenges and solve problems with perseverance and integrity, and use information and information technology ethically.</li> </ul>

Area	Performance Indicator	Examples of Excellence
	2.2 Knowledge and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• organise learning activities covering the core learning elements of the GS curriculum to cater for students' needs, and effectively equip students of mixed abilities with the knowledge and skills required for their smooth transition to junior secondary education;</li> <li>• organise, as appropriate, extended learning activities, such as project learning and life-wide learning, to enrich students' learning experiences, broaden their horizons and develop their generic skills, including but not confined to creativity and collaboration skills;</li> <li>• help students construct knowledge, acquire self-learning skills, learn how to learn, and develop their science process skills, computational thinking, as well as skills in “design and make” and applying information technology to learning with a view to enhancing their information literacy;</li> <li>• organise appropriate learning activities, such as visits, interviews and exchange programmes to enhance students' understanding about themselves, their families, society, the nation and the world, and effectively help them acquire the skills required for the 21st century; and</li> <li>• organise STEM-related activities to arouse students' interest and curiosity in the world of science and technology, and provide ample opportunities for students to integrate and apply their knowledge and skills in science and technology to solve everyday problems.</li> </ul>

### 3. Professionalism and Commitment to the Community Domain

Area	Performance Indicator	Examples of Excellence
Professionalism and Commitment to the Community	3.1 Contribution to the Profession and the Community	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• lead by example and set himself/herself as a role model;</li> <li>• pursue continuous self-improvement and strive for excellence;</li> <li>• keep abreast of the latest development in the GS curriculum and Hong Kong education policies, and present views and recommendations to address the impact of related issues;</li> <li>• effectively introduce new ideas and teaching strategies that are in line with the current education or learning theories, in order to improve and promote the curriculum development and teaching practices of GS;</li> <li>• design quality teaching exemplars, actively take part in educational research to try out teaching practices, or make good use of various channels, such as publications, to demonstrate teaching practices with proven effectiveness;</li> <li>• provide mentorship for novice teachers and contribute to teachers' professional development within and outside the school;</li> <li>• actively support other teachers, and foster a culture of collegial collaboration and sharing; and</li> <li>• actively contribute to the community and the teaching profession, such as participating in professional sharing activities, disseminating good teaching practices, and taking part in community services or voluntary work.</li> </ul>

## 4. School Development Domain

Area	Performance Indicator	Examples of Excellence
School Development	4.1 Support to School Development	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• fully collaborate with different stakeholders in supporting student learning and school development in accordance with the school's belief;</li> <li>• inspire colleagues and other stakeholders to work with concerted efforts on curriculum design, as well as teaching and learning activities to enhance the overall effectiveness of learning and teaching in school;</li> <li>• encourage collaborative lesson planning to promote a sharing and collaborative culture among colleagues with a view to developing the school as a professional learning community with common thought and goals;</li> <li>• take a leadership role among colleagues in promoting a consensus on and the actualisation of the school vision and mission through his/ her own exemplary practices and sharing of experience, focus energy on achieving continuous school development, and realise the essence of the school culture and ethos through various effective channels; and</li> <li>• actively support home-school collaboration.</li> </ul>

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